

**THE IMPLEMENTATION OF HIGHER ORDER THINKING SKILLS
(HOTS) IN ENGLISH LANGUAGE TEACHING
AT SENIOR HIGH SCHOOLS**

THESIS

In Partial Fulfillment of the Requirements for the Degree of Master of
Education in the Subject of English Language Education



by:

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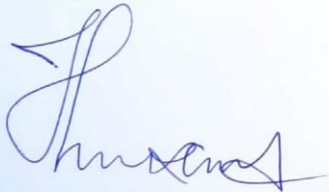
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has been examined on
Wednesday, 16 September 2020

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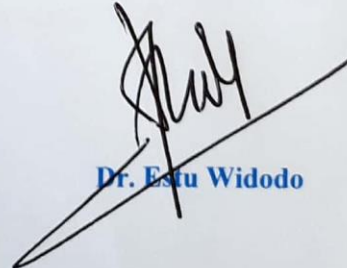
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has been examined in front of the examiners
on Wednesday, 16 September 2020 and decided that
It has fulfilled one of the requirements for the degree of
Master of Education in the Subject of English Language Education

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LETTER OF STATEMENT

I, the undersigned :

Name : **FIRDA AZ ZAHRA DAWENAN**

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Hereby, declare that:

1. The thesis entitled: **THE IMPLEMENTATION OF HIGHER ORDER THINKING SKILL (HOTS) IN ENGLISH LANGUAGE TEACHING AT SENIOR HIGH SCHOOL** is my original work and contains no one's scientific paper that may be proposed to achieve an academic degree at any universities. Besides, there is no other's idea or citation except those which have been quoted and mentioned at the bibliography.
2. If this thesis is proven as a form of **PLAGIARISM** in this thesis, I am willing to accept the consequences including accepting the **CANCELLATION OF THE GRANTING OF MASTER DEGREE** and undergoing any procedures required by the prevailing law.
3. This thesis can be used for literature review which can be accessed by others freely (**NON EXCLUSIVE ROYALTY**).

Thus, this statement is made truthfully to be used as appropriate.

Malang, 17 September 2020

The Writer,



FIRDA AZ ZAHRA DAWENAN

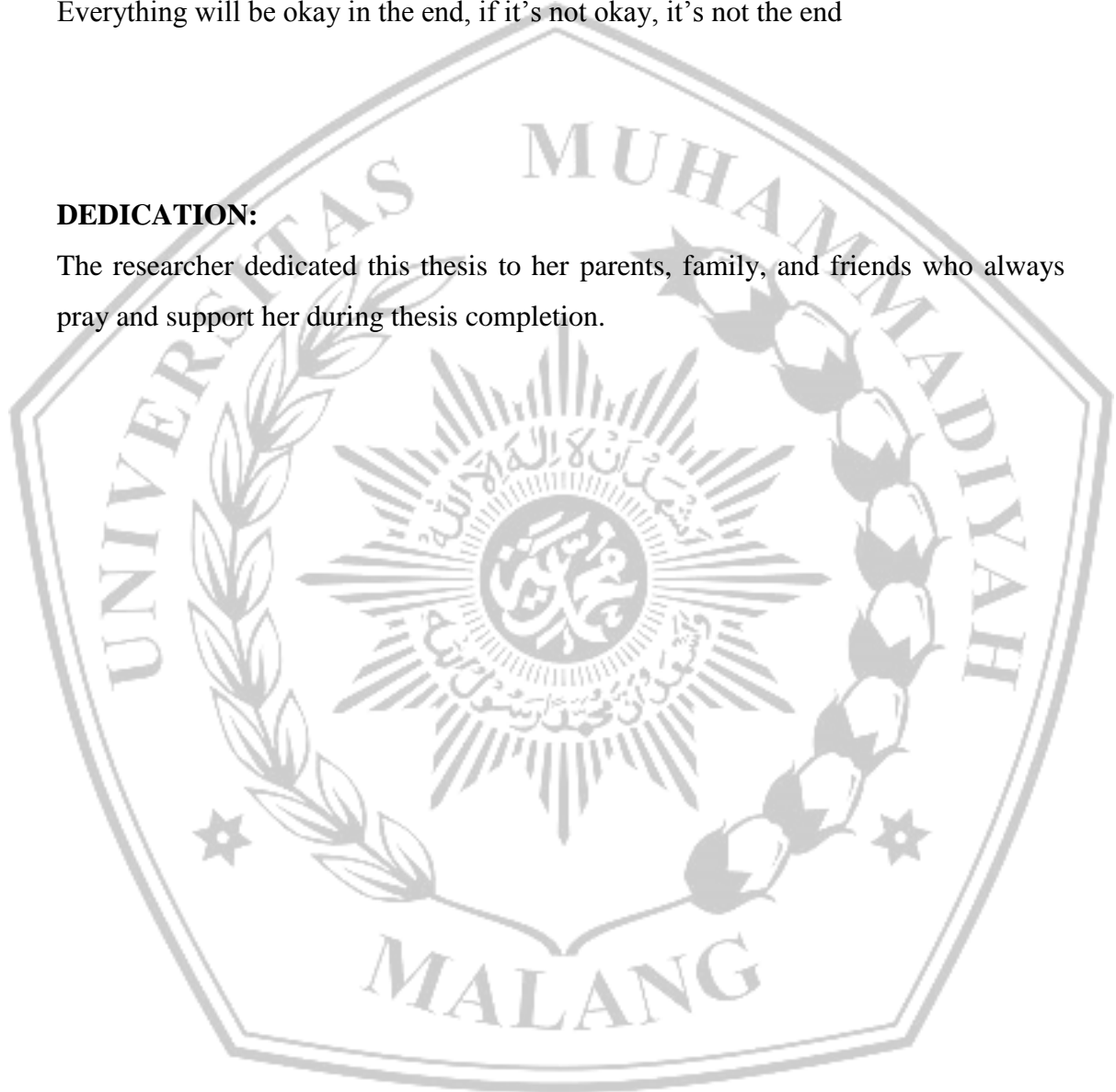
MOTTO AND DEDICATION

MOTTO:

Everything will be okay in the end, if it's not okay, it's not the end

DEDICATION:

The researcher dedicated this thesis to her parents, family, and friends who always pray and support her during thesis completion.



ACKNOWLEDGMENTS

Bismillahirrohmanirrohim

Alhamdulillah, all praise be to Allah SWT. He has given the researcher a lot of blessings and guidance, so that the researcher can finish the thesis to fulfill the requirement for master degree of English Education Department. Then, sholawat and salam are always given to the prophet Muhammad SAW.

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The researcher dedicates the special gratitude to her parents, brother, sister, friends and the whole big family who always present their praying, motivation, support and encourage her. Moreover, the researcher would like to present her special thankful to her friends and classmates for giving their support.

Malang, 17 September 2020

The Writer

Firda Az Zahra Dawenan

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ABSTRACT

This study was conducted to investigate the implementation of HOTS in teaching English, the problems faced by English teacher in implementing HOTS, and the solutions provided by the English teachers. The design of the study was qualitative approach. This study used semi- structured interview, observation checklist and video recordings as the instruments of data collection. The research subjects were one English teacher of SMA Muhammadiyah 1 Malang and one English teacher from SMAN 02 Batu. The findings revealed that the teachers implemented HOTS in teaching English. All of learning activities were student centered. Then, the learning activities belong to ‘analyzing’ level included discovering verbs in texts, concluding the text, analyzing the content of the text, analyzing the generic structure, differentiating three types of text, and categorizing the texts. Then, the learning activity of ‘evaluating’ level was peer assessment. The teacher of SMA Muhammadiyah 1 Malang did not implemented evaluating level. Finally, deal with ‘creating’ level, the learning activities were making a conversation, writing text, and demonstrating the conversation. In addition, the teachers faced some problems in implementing HOTS. The problems faced by Teachers were teaching media, students’ ability, basic competences and teaching method. In this regard, the teachers provided solutions such as using movie or video, discussion method, combining 2 or more basic competences and joining workshop.

Keywords: Higher Order Thinking Skill, English Language Teaching

IMPLEMENTASI *HIGHER ORDER THINKING SKILL* (HOTS) PADA PENGAJARAN BAHASA INGGRIS DI SEKOLAH MENENGAH ATAS

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ABSTRAK

Penelitian ini dilakukan untuk menyelidiki implentasi HOTS dalam pengajaran bahasa inggris, masalah yang dihadapi oleh guru dalam implementasi HOTS, dan solusi yang disajikan oleh guru pengajaran bahasa inggris. Desain penelitian ini adalah pendekatan kualitatif. Penelitian ini menggunakan interview semi- struktur, *observation checklist* dan rekaman video sebagai instrumen pengumpulan data. Subjek penelitian adalah satu guru bahasa inggris SMA Muhammadiyah 1 Malang dan satu guru bahasa inggris SMAN 02 Batu. Hasil pelitian mengungkapkan bahwa guru bahasa inggris mengimplementasikan HOTS dalam pengajaran bahasa inggris. Seluruh aktifitas pembelajaran merupakan *student-centered*. Selanjutnya, kegiatan pembelajaran tergolong ‘analisis’ level adalah menemukan kata kerja dalam teks, menyimpulkan teks, analisis kandungan teks, analisis stuktur generic, membandingkan tiga jenis teks, dan mengkategorikan teks. Kemudian, aktifitas pembelajaran untuk evaluasi level adalah penilaian sebaya. Guru dari SMA Muhammadiyah 1 Malang tidak mengimplementasikan evaluasi level. Pada level ‘mencipta’, aktifitas pembelajaran adalah membuat percakapan, menulis teks, dan mempraktekan percakapan. Sebagai tambahan, guru menghadapi beberapa masalah dalam mengimplementasikan HOTS. Masalah yang dihadapi oleh guru adalah media pengajaran, kemampuan siswa, kompetensi dasar, dan metoge mengajar. Dalam kasus ini, guru menyajikan solusi seperti menggunakan film atau video, metode diskusi, menggabungkan dua atau lebih kompetensi dasar dan mengikuti workshop.

Kata Kunci: *Higher Order Thinking Skill*, pengajaran bahasa inggris

INTRODUCTION

Nowadays, English learning in Indonesia is promoted with the current Common Era that is the 21st century. Students are expected to possess the 21st century learning skills. They include critical thinking, creativity, communication, and collaboration. Then, according to Retnawati et al. (2018), the importance of the 21st century teaching and learning skill is used to improve the quality of education. Therefore, the 21st century skill is important because the skills can help to improve the quality of teaching and learning English.

Craig (2011) pointed out that the essence problem in the 21st century is HOTS. It means that the students will face unusual problems in the learning process if they don't have higher order thinking skill. Meanwhile, the students will be able to be critical, creative metacognitive and logical if they have HOTS. Then, Nofrion and Wijayanto (2018) stated that "the problem of the practice of learning in this 21st century is still found a lot of conventional learning that is teacher-centered, high competition, minimal interaction and learning activities and collaboration has not been created". Thus, this condition is difficult for teacher to promoting HOTS in teaching and learning process.

HOTS is important in the 21st century education. Nofrion and Wijayanto (2018) stated that "the 21st century skills can be realized if it is supported by learning that is oriented to the development of HOTS". According to Widiawati et al. (2018), HOTS is an obligatory skill in the 21st century because problem solving is the characteristics of the 21st century work and it required HOTS. Moreover, Education and Culture Minister (2017) pointed out that curriculum 2013 (K-13) emphasizes the use of Higher order thinking skill as an important skill. According to Education and Culture Minister in the guidebook entitled 'The guidance of Implementation 21st Century Skills Curriculum 2013 in Secondary School', HOTS is a notable skill and indispensable in the 21st century in preparing students to face the global challenges.

Istiqomah (2018) stated that HOTS is a cognitive ability that is higher than remembering or recalling information. When students only memorize a lesson and utter it without giving any idea, it means that students don't do the process of thinking but

only memorizing. According to Narayanan and Adithan (2015), cognitive ability of knowing, understanding, and applying are classified into Lower Order Thinking Skill (LOTS), while analyzing, evaluating and creating are Higher Order Thinking Skill (HOTS).

Then, teachers as facilitators should stimulate students to build their higher order thinking skill. According to Aziz et al. (2018), the teacher absolutely leads an important role in the development of HOTS to students. When the objective of the learning or the assessment design by teachers doesn't support HOTS, it will be impossible to stimulate students to create their Higher Order Thinking Skill. In developing HOTS learning, teachers must design the HOTS lesson before teaching in the classroom. However, some teachers didn't implement HOTS learning even though they have the HOTS lesson plan. Moreover, Widiawati et al. (2018) stated that the learning designed by the teachers will affect high or low thinking skill of the students. Therefore, teachers have an important role in the implementation of HOTS.

Furthermore, Fogarty (2009) provides four roles of developing of students' HOTS. Firstly, 'teaching for thinking' which means the teachers should create a classroom atmosphere that challenges students to think. Secondly, 'teaching of thinking' means that the teachers offering questions that demands students to connect their previous knowledge to current situations. Thirdly, 'teaching with thinking' refers to activities that promotes students' thinking through discussions and dialogues. Lastly, 'teaching about thinking' means the teacher leads the students to be more aware of their own thinking processes.

HOTS is important in English language teaching. HOTS lesson emphasize students to be active in the classroom. Learning English oriented with HOTS will help students to improve their language skills and utterances their ideas. Yoke et al. (2015) pointed out that the HOTS lessons made students feel involved and their ideas is mattered in the classroom. Zahroh (2018) stated that the implementation of HOTS in English classroom activity play an important role and give benefits for students and teacher because it can strengthen students' English ability. Thus, HOTS lesson not only

improve students' critical thinking and creativity but also their English language performance.

Aziz et al. (2017) found that the English teachers did not regularly implement HOTS and they focused on subject matter rather than on promoting critical thinking. Then, the study found that there are three factors influencing the application of HOTS such as students' factors, pedagogical factors and institutional factors. Moreover, Jannah (2018) conducted research about the practice of HOTS in English Language Teaching. She found that in the step of "Analyzing", the teacher asked students to outline and describe information from the text. It means the students were stimulated to be critical thinking. Then, they should explore detail information from the text. The second step is evaluating. Evaluating was step to measure self-ability. It will measure how far students understanding toward the text through presenting and giving argument. Then, the last step of HOTS is creating. The teacher asked students to create from learning materials. It usually in form of written or spoken text.

Thus, based on the phenomenon above the researcher is interested to conduct the research entitled The Implementation of Higher Order Thinking Skill (HOTS) in English Language Teaching at Senior High School.

Statement of the Problems

In line with the background of study above, the purpose of this research to answer the following questions.

1. How do the teachers implement HOTS in teaching English?
2. What problems do English teachers face in teaching HOTS?
3. What are the possible solutions?

LITERATURE REVIEW

The Concept of 21st century learning

UNESCO (1996) provided four pillars that is recommended to continuing the education in 21st century: learning to know, learning to do, learning to live together and

learning to be. In Indonesia, Education Minister adds the fifth pillar that is learning to strengthen religious and character.

According to Education and Culture Minister in guidebook entitled “The guidance of Implementation the 21st Century Skills Curriculum 2013 in Secondary School” (2017) stated that the 21st century learning is a learning that integrates the literacy skill, knowledge, creativity, attitude and mastery in technology. Then, Istiqomah (2018) pointed out that the 21st century learning is a learning that emphasized to prepare students in the digital era which concerned of using ICT entirely. Therefore, education in Curriculum 2013 is designed as learning activity that provide chance for students to improve their capability and interest especially in the mastery of ICT.

The 21st Century Skills

Education in 21st century requires educator and student to improve 21st century skill. Malik (2018) stated that the term of 21st century skills are set of knowledge, skills, work habits, and character traits that are critically important for success. Teachers in the 21st century should be able to develop 21st century skills. Then, Education and Culture Minister provide several 21st century skills/competences: (1) critical thinking and problem solving, (2) communication skill, (3) creativity and innovation and (4) collaboration. Moreover, Ariyana et al. (2018) mentions five 21st century skills that expected to be the characteristic of evaluation system in National Examination and 21st century students’ competencies. Those are (1) critical thinking, (2) creative and innovative, (3) communication skill, (4) collaboration and (5) confidence. Therefore, teachers are responsible to provide the 21st century skills in learning activity because these skills are needed to prepare students in facing the 21st century workforce.

The Characteristics of the 21st Century Education

In the 21st century, every person is easily access anything because in this era people live is interconnected with Information Communication Technology (ICT). Therefore, it will influence the teaching activity in this century. According to Malik (2018), the focus of knowledge in the 21st century has moved to a great extent from the teacher to internet. It means teacher should be able to teach by using ICT.

Furthermore, Malik (2018) stated that successful educator must fulfill the characteristics such as (1) the ability to use a range of technologies to access, systematize and apply curriculum, (2) think critically and creatively and able to evaluate the students' thinking, and (3) the ability to communicate effectively and collaborate with others, particularly in diverse and multicultural settings.

Regulation of Education and Culture Minister of Indonesia Number 103 year 2015 provided characteristics of the 21st century learning. Those are:

- 1) Student-centered, students must be more active by giving arguments, debating, collaborating and doing interaction.
- 2) Learning activity must apply multi-directional communication by using many sources and media. Teacher should use variety of teaching approaches, teaching approach and ICT
- 3) Teacher must be able to encourage students to active in asking questions, inquiry, and uttering ideas.
- 4) The learning activity should promote collaboration and communication as the part of the 21st century skills.
- 5) All competencies in curriculum 2013 (KI-1, KI-2, KI-3, and KI-4) should be implemented.
- 6) Teaching and learning process should be designed with students' characteristic and individual differences.
- 7) Teachers must motivate students to interest with all materials and problem in their real life so that students can develop their ability in transferring knowledge, critical thinking, and problem solving as the implementation of Higher Order Thinking Skill (HOTS) learning
- 8) The learning activity should apply the 21st century skill (4C) such as critical thinking and problem solving, communication, creativity and collaboration.

Furthermore, Istiqomah (2018) provided characteristics of teacher and student in the 21st century.

- a. Characteristics of teacher in the 21st century

1) Student-center learning

Students should more active in teaching and learning activity. Therefore, teacher should stimulate students to explore to what they need to be learned,

2) Supporting teacher as producer

Teacher must support students' creativity such as by giving them opportunity to use ICT in their task

3) Using ICT

Teacher in this century must learn and update to the new technology.

4) Go global

5) Go digital

6) Collaboration

Teacher and student can use digital, presentation and project in the process of learning.

7) Using social media

Teacher can use social media to do discussion or consultation with students

8) Project based learning

Using project based learning can support students to develop their 21st century skill such as critical thinking, creativity, communication and collaboration. In this case, the teacher role is only as a guide.

9) Innovating

Innovation is one of 21st century skills. Teacher must innovate their teaching activity.

b. Student in the 21st century

There are some characteristics of student in the 21st century:

1) Thinking critically and creatively

2) Communicate and collaborates with others

3) Open minded

4) Using technology

5) Understanding perspective and culture differences

HIGHER ORDER THINKING SKILL (HOTS)

The Concept of HOTS

Brookhart (2010) defined that higher order thinking skill into three categories: (1) higher order thinking skills in the terms of transfer, (2) higher order thinking skills in terms of critical thinking, and (3) Higher order thinking skills in terms of problem solving. Transfer requires students understanding and able to use what they have learned to the new context (Anderson & Krathwohl, 2001, p. 63). Higher order thinking skill is conceived as students being able to relate their learning to other elements beyond those they were taught to associate with it. Then, Critical thinking includes reasoning, questioning and investigating, observing and describing, comparing and connecting, finding complexity, and exploring viewpoints (Barahal, 2008). In the term of critical thinking, the objective of teaching is to make up students to be able to reason, reflect and make sound decision. Moreover, problem solving means students face a problem when they want to reach a specific goal but they do not automatically recognize the proper or solution to use. Problem solving is necessary to critical thinking, creative thinking and affective communication. Then, the goal of teaching is equipping students to be able to identify and solve problem in students' academic worlds and life.

HOTS is the higher stage of cognitive ability. Adnan et al. (2017) stated that HOTS is one of the primary components in the skills of thinking of creatively and critically and it is the highest stages in cognitive process. In addition they pointed that HOTS will happen when students get a new information, store, arranging as well as finding the relation between their existing knowledge and extending information to fulfill the objective and solve problem.

Furthermore, according to Mainali (2012), HOTS includes critical, logical, reflective, metacognitive and creative thinking. Hong et al. (2015: 1) stated that HOTS referred to as metacognitive ability. It means the students are able to manage a plan, monitor and evaluate the progress, be adjustable, flexible, and overcome problems.

Bloom's Taxonomy

Taxonomy bloom or taxonomy learning objective is a framework for classifying statements of what we expect to learn as a result of instruction. Bloom (1956) created taxonomy as a classification device. Bloom's taxonomy provided the simplest form of understanding to complex and abstract thought. There are six points of Bloom's taxonomy:

- **Knowledge**

Knowledge is the lowest level of cognitive domain. It includes the ability to remember and recall or recognize the ideas, materials or phenomena. In the process of learning, the students are expected to store information on their mind and remember the information.

- **Comprehension**

Comprehension is the ability to classify, describe, discuss, explain, express, identify, report, and translate. Then, comprehension consists of three types. The first is translation which means that learners are able to put a communication into other language or another form of communication. The second is interpretation which means that learners can identify and comprehend an idea or material. Then, the last is explorations. In educational objectives, explorations involves the ability to draw conclusions and state them effectively.

- **Application**

Application means that learners are able to apply their knowledge. They are also expected to solve and use appropriate solution.

- **Analysis**

Analysis is higher than comprehension and application. Analysis means students are able to break down material into its constituent part, identify or classify the certain material.

- **Synthesis**

In synthesis, students are emphasized to draw element from many sources and put together into sentences or pattern.

- **Evaluation**

Evaluation refers to making judgment about some purposes or material.

Then, Alderson and Krathwohl (2001) have revised Taxonomy by modifying the cognitive level of learners. There are six categories of cognitive process.

- Remembering (C1) means recognizing and recalling a concept
- Understanding (C2) involves interpreting, exemplifying, classifying, summarizing, inferring, comparing and explaining
- Applying (C3) means executing and implementing a procedure
- Analyzing (C4) means breaking information into its parts, determining how the parts are related to each other and to the overall whole. The analyzing process takes in differentiating, organizing, and attributing and responding multiple correct.
- Evaluating (C5) means make judgments based on criteria and standard. Evaluating involves checking and critiquing.
- Creating (C6) putting disparate elements together to form a new whole, or reorganizing existing elements to form a new structure. The creating process takes in generating, planning, and producing.

In developing students' Higher Order Thinking skills (HOTS), teacher should design their objective of the learning based on taxonomy bloom. LOTS are the first three aspects of taxonomy bloom, which are C1 (remembering) , C2 (understanding), and C3 (applying). While HOTS occurs in C3 (analyzing), C4 (Evaluating) and C6 (creating). It means that HOTS is the higher part in Taxonomy Bloom.

The Procedures of HOTS Implementation in the Classroom

Istiqomah (2018) provided the procedures of HOTS implementation based on Permendikbud No. 22 year 2016. The learning activities involve pre-teaching (opening), whilst-teaching (main activities), and post-teaching (closing).

1. Pre-Teaching

In pre-teaching activities, the teacher have to (a) preparing students physically and psychically to participate the learning process, (b) motivating the students (c) providing questions related to previous and present material (d) explaining learning objective and

basic competency, (e) explaining the scope of learning and description of learning activities based on the syllabus.

2. Whilst-Teaching

Whilst-teaching is the most important part in implementing HOTS. The teacher should develop whilst-teaching with considering teaching method, teaching model, media, source of learning based on students' characteristic. Then, the learning activities should promote critical thinking, problem solving or transfer knowledge. In order to achieve competency of knowledge (KD 3), the learning activities should consist of remembering, understanding, applying, analyzing, evaluating and creating. The learning activities should implement scientific approach and the suggested HOTS teaching method are discovery/inquiry learning, problem based learning, and project based learning. However, the teachers are allowed to modified or develop teaching method to implement HOTS in the classroom. The teacher should consider students' characteristic of competency. Moreover, competency of proficiency can be obtained through observing, questioning, experimenting, reasoning, communicating. The material should support students to do the process of observing until creating.

3. Post-Teaching

In post-teaching, teacher and students do reflection to evaluate the learning activities. (a) the teacher and students summarize the learning activities and outcomes, (b) giving feedback to students' learning activities and outcomes, (c) giving post-test, (d)informing the material for next meeting.

The Implementation of HOTS in Teaching English

The process of learning should be began with an easy one and continue to the more difficult. It means the measurement of competencies begins with LOTS to HOTS. The data of Program for International Student Assessment (PISA) and show that Indonesia is a country with low higher-order thinking. Indonesia is still in low ranking that is 69 out of 76 countries (Kemendikbud., 2016, p. 1).

Minister of Education and Culture arranged Curriculum 2013 (K-13) to prepare students in facing the 21st century. Curriculum 2013 (K-13) emphasizes the

implementation of Higher Order Thinking Skill (HOTS) learning. Teachers are responsible to design HOTS learning activity in the classroom.

First, teachers must design lesson plan before teach in the classroom. Istiqomah (2018) stated that lesson plan is the planning of learning activity in the classroom for one meeting or more. In this process, teachers should design the learning activity in pre-teaching, whilst teaching and post-teaching. The activities in pre-teaching involve preparing students mentally and physically to follow the process of learning activity, motivate students, relate the new material with the previous material, explain the learning objective.

Then, teachers must develop the learning activity in whilst teaching by using teaching model, teaching method, teaching media, and source of learning that appropriate with students' characteristic and subject of learning. In HOTS learning, students should do transferring knowledge, thinking critically, and solving problem (Istiqomah, 2018). Moreover, teacher and students must do reflection and evaluation in post-teaching activity.

In line with the implementation of HOTS, Regulation of Education and Culture Minister Indonesia emphasizes the implementation of Curriculum 2013 use scientific approach in teaching and learning process. Then, Istiqomah (2018) provides four teaching models in scientific approach such as discovery learning/inquiry learning, problem-based learning and project-based learning.

Moreover, according to Mainali (2012), the implementation of HOTS will be successful when teachers apply current instructional techniques and active student-centered teaching learning environment. Then, students also need to develop habits of reflection of thinking about experience, success and failure, their plan and purposes.

Furthermore, Jannah (2018) conducted research about the practice of HOTS in English Language Teaching. She found that in the step of "Analyzing", the teacher asked students to outline and describe information from the text. It means the students were stimulated to be critical thinking. Then, they should explore detail information from the text. The second step is evaluating. Evaluating was step to measure self-ability.

It will measure how far students understanding toward the text through presenting and giving argument. Then, the last step of HOTS is creating. The teacher asked students to create from learning materials. It usually in form of written or spoken text.

Ahmad (2018) found English teacher's activity in the implementation of LOTS and HOTS. Then, teacher only implement analysis (C4) and Creating (C6) in HOTS activity. For analysis skill, the teacher used action verb analyze and show weakness and strength. The teacher asked students to analyze word in the text and then show the strength and weakness of the text. Then, for creating skill, the teacher used action verb make and demonstrate. The teacher asked students to make sentences, make conversation and demonstrate conversation.

The Problems of HOTS Implementation

Nowadays, teachers face a unique situation such as teachers from 20th generation should teach students' from the 21st century. Teachers should teach their students different from their teachers in 20th century. Therefore, teachers will face some challenges when teaching in this digital era. Higher Order Thinking Skill (HOTS) is a needed skill in the 21st century. Then, teaching and learning activity must support the implementation of HOTS. Zohar (2013) stated that teachers need to replace the traditional view of teaching as transmission of information and learning as passive absorption with active learning, constructivist views of learning and an intricate set of specific beliefs and knowledge about teaching in order to teach thinking successfully. It means that change the traditional or old teaching model with the new curriculum is a challenge for English.

Coffman (2013) found that three main categories of difficulty in teaching HOTS such as student aversion, administration expectation and resources. Then, Aziz et al. (2017) conducted research to identify English language (L2) teachers' awareness and practices of the implementation HOTS in English language classroom in Malaysia. The results indicated that the L2 teachers did not regularly implement HOTS and they focused on subject matter rather than promote critical thinking. Then, the study found that three factors influencing the application of HOTS such as students factors (students'

language ability), pedagogical factors (teachers lack the skill to plan, implement and assess HOTS) and institutional factors (time consuming, large number of students).

Moreover, Fakhomah and Utami (2019) examine pre-service English teachers' perception and difficulty in implementing HOTS in the 21st century. The study use mix methods research. They used questionnaire and interview to collect the data. The result found that the participants have high attention in implementing HOTS in the 21st century learning and the participants faced some difficulties in applying HOTS such as the time management and students' ability.

Moreover, Seman et al. (2017) in the research findings, classified the challenges in implementing HOTS into three aspects: (1) Teachers' aspects: teachers' perception about teaching HOTS, pedagogical knowledge, and teachers' competencies in teaching HOTS. (2) The aspect of teaching and learning: planning the idea, achieving learning objectives and learning outcomes, contents, classroom environment, the smoothness of teaching and learning process, and time. (3) Students aspects: students learning ability, students' mastery of basic skills, focus and learning style.

Furthermore, Mursyid and Kurniawati (2019) found four problems faced by English teachers in the implementation HOTS: (1) the teachers' limited knowledge and understanding in choosing operational verbs of Bloom's Taxonomy, (2) the teachers' lack of experience in designing lesson plan to develop students' thinking skill that is appropriate with the basic competence of learning, (3) the teachers' lack of creativities in designing classroom activity, and (4) the teacher highly focus on transferring the knowledge than practicing students' metacognitive and thinking skills.

Based on theories above, the researcher concludes the obstacles of HOTS implementation into four aspects:

- 1) Student aspects: students' aversion, students' language ability, students' learning ability, mastery of basic skills, students' focus, natural and learning style.
- 2) Teacher aspects: teachers lack the skill to plan, teachers' lack of knowledge and experience in implementing HOTS, replace the traditional or old teaching model, lack of creativeness, focus on transferring knowledge.

- 3) Institutional aspects: time consuming, large number of students, time management, administration expectation.
- 4) Teaching and learning aspects: the planning domain, achievement of objectives and outcomes, time, smooth running of teaching and learning process, contents and classroom environment.

RESEARCH METHOD

Research Design

The research method of this study was qualitative research. Ary et al. (2010) stated that qualitative research focuses on understanding social phenomena from the perspective of participants in natural settings. In qualitative research, the researcher seeks in-depth understanding of a phenomenon rather than a numeric analysis of data. Similarly, Creswell (2012) pointed out that qualitative research particularly gather a text database and analyze the data by dividing data into group of sentences. In other words, the researcher reported the data by describing them into sentences. Then, the type of this research is a case study. According to Creswell (2007), a case study is an in-depth exploration of a bounded system (e.g., activity, event, process, or individuals) based on extensive data collection.

Research Subjects

The researcher conducted a research at SMA Muhammadiyah 1 Malang and SMAN 02 Kota Batu. The subjects of this research were two English teachers. Then, the subjects were chosen by using purposive sampling. According to Creswell (2012), purposive sampling means the researcher purposefully choose the subject and place by purposing some standards in order to get valuable data. This study selected the teachers who have knowledge or experience with Higher Order Thinking Skill (HOTS).

Therefore, the researcher selected one English teacher of SMA Muhammadiyah 1 Malang and one English teacher from SMAN 02 Batu. The researcher chose two English teachers from a state and private senior high school to enrich the theory about HOTS

implementation in teaching English, the obstacles of HOTS implementation and the possible solutions.

Furthermore, the researcher limited the subjects by concerning some criteria in order to gain relevant data. There were some consideration of choosing the subjects of the research. The first is the teachers graduated from English Education Department. Then, the second is the teachers had teaching English experience more than ten years. The last was the teachers understand about the concept and implemented HOTS.

Data Collection

According to Creswell (2012), there are five steps in collecting qualitative data. They are choosing the subject of research, getting the access, choosing types of data to collect, developing the instrument, and administering data collection.

Data and source of the data

In this research, the data were the result of observation checklist, filed notes and interview transcription about the problems and the way of HOTS implementation by English teachers in the classroom. Then, the sources of the data were two English teacher who teach in SMA Muhammadiyah 1 Malang and SMAN 02 Kota Batu.

Research Instruments

The researcher used interview and observation as the research instruments.

Interview

According to Ary et al. (2010), interview is one of the most applied instruments and basic methods for obtaining qualitative data. The purpose of interview is to find out subjects' thoughts. It includes what the subjects think and how they perceive about something (Frankel & Wallen, 2008). It means that the researcher collected data by providing questions and the interviewees responded them directly.

In this study, the interview was given to English teachers in order to collect the data about how the teachers implement HOTS and the obstacles in implementing HOTS. The researcher used semi-structured interview because researcher modified question during the interview process. Dornyei (2007) stated that semi-structured interview is kinds of interview that the researcher will provide several guiding questions, open-ended

question, and the interviewee is given a chance to elaborate their answer in an investigation. The researcher provided guiding questions about the implementation of HOTS, the problems, and the solutions for English teachers. The interview items consist 13 questions, 7 items about HOTS implementation, 4 items for the problems in implementing HOTS and 2 items for solution.

Observation

According to Creswell (2012), observation is the process of gathering open-ended, firsthand information by observing people and places at a research site. Then, Ary et al. (2010) stated that qualitative observation depends on narrative or words to describe the setting, the behaviors and the interaction. The researcher used observational fieldnotes and observational checklist. The observational checklist employed for three meetings and the researcher will observe HOTS implementation by English teachers in the classroom. Moreover, Ary et al. (2010) stated that observational fieldnotes might include photographs, audio and video recording. In this research, the researcher used video recording during the observation.

In this study, the researcher observed HOTS classroom activities of teacher A from SMA Muhammadiyah 1 Malang and Teacher B from SMAN 02 Batu. Then, the classroom observations were done in three meetings. The researcher observed Teacher A on November 4th, 2019-November 18th, 2019 and Teacher B on February 26th, 2020-March 11th, 2020.

Steps of Collecting the Data

The purpose of data collection is to collect information about the implementation of HOTS in English language teaching, the problems in HOTS implementations and also solutions to face the problem. The researcher utilizes some procedures of data collection:

1. Asking for permission to the Principal of SMA Muhammadiyah 1 Malang and SMAN 02 Batu.
2. Choosing the subjects based on the proposed criteria
3. Observing the English language classrooms activities by focusing on how the teachers implement HOTS.

4. Taking the field notes for classroom activities.
5. Interviewing the English teachers as the subject of this study.

Data Analysis

Miles and Huberman (1994) provide three steps of qualitative data analysis: data reduction, data display, and drawing conclusion/ verification.

Data reduction

Data reduction refers to the process of selecting, focusing, simplifying, abstracting and transforming the data form fieldnotes and transcription (Miles and Huberman: 1994). In this stage, the researcher selected important data from fieldnotes and transcription. Then, the researcher focused on the data of teachers' perception about HOTS and how they implement HOTS.

Data display

The second step in analyzing qualitative data was data display. Data display is the process of displaying data in the form of table and description.

Drawing conclusion and verification

The last stage was drawing conclusion and verification. After did the first and second step, the researcher drew the conclusion of the study.

Triangulation

The data collection from the field should be valid. Creswell (2012:259) stated that triangulation is the process of confirming from different individuals, types of data, or methods of data collection. Then, the researcher crosschecked the obtained data from different sources, such as interview, observation checklist and field notes. Therefore, when the researcher found data about how teacher implements HOTS in teaching English, the researcher checked data from other instruments to know whether the data same or not.

RESEARCH FINDINGS & DISCUSSION

RESEARCH FINDINGS

This study was conducted at private senior high school and state senior high school. Then, the research subjects were two female English teachers: Teacher A from SMA Muhammadiyah 1 Malang and Teacher B from SMAN 02 Batu. Then, based on the statement of the problems in the first chapter, the results of this study consist of: (1) the implementation of HOTS in the English learning activities, (2) the problems in implementing HOTS faced by the teachers, (3) the solutions provided by the teachers.

The Implementation of HOTS in Teaching English

The classroom activities that observed by the researcher were class X MIPA and X MIPA3. Teacher A was the English teacher of class X MIPA while Teacher B taught English at X MIPA3. The data from the observation showed that the teachers implemented HOTS in teaching English. Teacher A implemented analyzing and creating in one meeting of learning but the researcher didn't find evaluating level activity. Meanwhile, Teacher B implemented only analyzing in the first meeting. Then, Teacher B implemented analyzing, evaluating and creating for the next meeting.

The Implementation of Analysis (C4)

According to Anderson and Kratwohl (2001), analyzing is breaking material or concept into its component parts and deciding how the parts are connecting one another or overall structure. Then, based on observation data, the researcher found activities belong to analysis (C4) in the first and second classroom observation of Teacher A. Meanwhile, analysis (C4) activities of Teacher B found in the first, second and third classroom observation.

Analyze the Grammar Aspects of the Text

Based on the observation, the learning activities began with reading the texts. Teacher A asked students to read the text alternately. Thereafter, the teacher requested students to analyze the language feature of the text. The teacher said

T: "Now find out verbs ya bukan kata benda atau sifat and I give you time 5 minutes to find it. I want all of you highlight your book and then go in front of the class write down...".
(Teacher A)



Figure 1. The teacher correct students' result

The figure above showed that the teacher discuss about the students have written on the board. Some of students still incorrect because they didn't write a verb. Then, the teacher also asked students to comparing the tenses used in the two different texts. This data were supported by interview result as below:

"I ask student to find out a certain language feature in a text, what's that, for example I ask them to analyze a present tense or paste tense from the text. And then, I ask the students to answer the question based on the text, but some of the answer did not stated clearly in the text. So.. then they it can make students to think."

(Teacher A)

Conclude the Text

From classroom observation, after analyze the grammar in the texts, Teacher A asked students to conclude the text by their own word and then present the result. Then, the teacher also asked students to give the comment about the text.



Figure 2. The students conclude the text

The teacher asked a students to conclude the text by their own word. Then, the student was allowed to write it before present in front of the class. The students have to understand the whole text and connect one sentence and other sentences. In the other words, the students must be able to consider all information in the text in order to conclude the text.

T: I give you five minutes to conclude. You can write it first.

(Teacher A)

Differentiate Types of Text

In the first and second observations, the teacher asked students to differentiate three types of recount texts and then do the assignment individually. Those were inspiring people, history, and experience. The students must answer questions related to the text. The assignment was open-ended questions. After students finished the task, the teacher gave them several questions such as

T: “why this story belong to the inspiring people?”

T: “what is the difference between legend, myth, and folklore?”

(Teacher B)

Analyze the Content of the text

Based on observation data, Teacher A asked students to read three types of recount text. Then, the students have to explore specific information through the assignment. The assignment was open-ended questions.



Figure 2. The students do the assignment

The figure above showed that the students focused to the task and they didn't make unnecessary noises. Then, the teacher went around the classroom to check the students' progress. It took more than 30 minutes for students to finish the task. When the

students completed the task, the teacher asked them to submit it. Then, the teacher asked them several questions related to the stories. The teacher said “what do you get from the story?” and no one of students gave response. After that the teacher gave a clue to them.

T: Do you get inspiring from the story? Apa inspirasi yang didapat?

S: he is diligent

S: Besides inspiring, what else do you get?

S: semangatnya

(Teacher B)

Analyze the Generic Structure

From classroom observation, Teacher B also asked students to analyze the generic structure. The teacher said “ok students, listen to me. Open page 31. Analyze and write the generic structure based on the line you have done before. Analyze Orientationnya, re-orientationnya, eventnya”. After the students finished their task, the teacher leaded the discussion. For instance, the teacher said “what is the background of the story?” Suddenly, a female student up her hand and said “Captain Arthur fleet”. After that, the teacher encourage other students to complete the answer by saying “Who want to try to find the background? Awal mula cerita ini”, “who want to add to make the sentence completely?”

T: “can you explain the first event?”

S: the first time captain Arthur fleet arrived.

T: oke well, this is the first event. Who have another opinion?

(Teacher B)

The teacher always stimulate students to be active and participate the discussion. The teacher trained students’ critical thinking by questioning. This data was strengthened by the result of interview below:

“I asked the students to find specific information of the text like main idea, explicit and implicit information of texts yeah... and then, analyze generic structure yeah. mm also students to differentiate, classify and categorize many types of text like that.”

(Teacher B)

Categorize the Texts

Based on observation data, the teacher B asked students to categorize the stories into different types of text such as legend, folklore, and myth. The teacher divided

students into five groups and asked students to discuss about the difference of legend, folklore, and myth. Then, they have to find out several stories and categorize those stories into three types of text.



Figure 3. The students discuss and write down on the blackboard

The figure 4 about explained that students wrote their findings on the blackboard. After that, the teacher and students discussed it together. For instance, the teacher said

T: “Malin Kundang, is it right? Is it belong to legend?”

(Teacher B)

When the students agreed with the teacher, the teacher asked students’ reason of their answer. Therefore, the students were trained to be reasoning because the teacher always asks the reason of students answer.

T.” Why do you agree Malin Kundang is a legend? Of course you have reason”

(Teacher B)

This data was strengthened by the result of interview below:

“I asked the students to find specific information of the text like main idea, explicit and implicit information of texts yeah... and then, analyze generic structure yeah. mm also students to differentiate, classify and categorize many types of text like that.”

(Teacher B)

The implementation of Evaluation (C5)

Istiqomah (2018) pointed out that evaluation refers to an action to make a judgment based on certain criteria or standard. The criteria is decided by the students or teachers and the standard can be using quantitative or qualitative standard. Then, the standard can be applied in selected criteria. In this study, the researcher found that

Teacher A didn't implement evaluation (C5) in the classroom activities. Meanwhile, Teacher B used pair assessment for evaluation (C5).

Pair Assessment

Based on the obtained data from observation, the researcher found classroom activity belong to evaluating level. In this meeting, the teacher asked two students to distribute their task results randomly. The students cannot receive their own work. The students must checking, judging and scoring their friends' work.

T: OK "now, you have your friends' book and we will discuss together and then you have to correct and score it."



Figure 4. The students do pair assessment

The picture above showed that the teacher and students discuss the task. The students should focus to judge the works were correct or not because the task was open-ended question. For instance, when a student answer was incorrect, another students correct the answer.

S: "Ma'am number 5 itu captain Arthur start another settlement on November. The year is 1788."

After discussion, the students must scoring the results and the teacher gave indicator of scoring. This data was strengthened by the result of interview below:

"emm evaluation yeah... emm.. for example I asked them to judging is this correct? Or something like that... I usually asked students to correcting and also scoring their friends woks yeah. and I also give them HOTS test but not all the questions are HOTS yeah."

(Teacher B)

The Implementation of Creating (C6)

According to Anderson and Krathwohl (2001), the instruction classified as 'creating' when students make a new products by mentally organizing some elements

not obviously present before and the process of creating are mostly coordinate the students' experience in learning. Even though the 'creating' needs students' creative thinking, this is not absolutely free of creativity expression due to the demands of situation or learning task. Thus, creating is the highest level of cognitive process dimension. Based on obtained data by observation, the researchers found learning activities that categorized as implementation of creating level

Making a dialogue

In the first observation, the researcher found activity can be showed as implementation of creating level. The classroom activity for creating level was writing and speaking. The teacher asked students to making conversation and presentation in pairs. There were 15 students in X MIPA. The teacher divided students into 7 groups. Each group consist of 2 or three students. The teacher said "okay, now, I will divide you into double or triple. Please work with your friend beside you". The students said " Yes mam". Then, the teacher said " okay, now please make a dialog or conversation with your friends and the topic is up to you. After you finish, you have to perform in front the class one by one." The figure below showed that students perform dialog in front of the class while their classmates and teacher notice their performance.

In the second meeting of observation, the topic of learning was descriptive text. After the teacher gave example for the students, the teacher ask students to write a describing people text but the teacher gave limitation of their writing. She asked students to write at least seven sentences. The teacher said "now look. After I give you the example you must do in couple. Ok, in couple, ok". The teacher gave five minutes to write before the performance. From the observation the researcher found that some of the students took more than five minutes to complete the task. She continued "Now I give you five minutes. You must describe your friend. I want you to make at least seven, at least seven sentences." The students have to describe their friends each other so that every students had opportunity to speaking.



Figure 5. The students are performing

The figure above showed that the student describe their friends. In this meeting, only one student of each group who perform describing their friends and continue the activities to the next meeting. The result of interview was supported this finding:

“yeah presenting. And then.. what’s that there are many materials about text. For example descriptive narrative or recount. So I ask students to writing the text and presenting in front of the class”

(Teacher A)

Writing a text

Based on observation data, in contrast with Teacher A, Teacher B asked students to find out the text on the internet individually. Then the students must print out the text and rewrite the text by using their own words. The teacher decided the type of texts for the students based on their number of attendance list. Then, in the next meeting, the teacher asked students to write recount text about their own experience. The observation data was supported by the data from teacher’s interview:

“okay. Emm.. I usually ask students to writing a text yeah.. sometimes a spoken text yeah but mostly writing. Students must create something by themselves”

(Teacher B)

The Problems in Implementing HOTS

From the interview and observation, the researcher obtained data about the problems faced by the teachers in implementing HOTS.

The Teacher Didn’t Use Interesting Media for Students

The teacher said that the media and students’ interest can be a problem in teaching HOTS because the students more interest to play game. It means that the teacher should be creative in designing the learning activity. Meanwhile, during the observation the researcher found that the teacher only used textbook. She didn’t use

authentic media media such as card, video or picture. On the interview data, the teacher said:

“Em.. the media, because if HOTS the media, em.. we must be creative ya to find, because if we only teach by talking or classical class it is difficult. Because the students is interested in doing something that they think it is only game. So we must wrap it into something, that playing something or game. So the difficult one is the media”

(Teacher A)

The Teacher Faced Difficulty to Overcome Students' Differences of Learning Ability

According to Teacher A, the students' ability in learning were variety. Some students were easily understand the material but some of them needed more explanation to understand. This case happened because students' had different cognitive ability.

”okay, actually our class is not what's that separated the high, the low and the middle is not separated. I just what's that spread my concentration, when the highest students, I am already give them subject that we learn I just give them a paper, and then I must go to the middle one I must explain, because in their mindset is only gaming, yeah for fun....”

(Teacher A)

Then, some students also didn't active in the learning activity. However, students were good at speaking could be weak in writing and students were good at writing could be weak in speaking. Therefore, the teacher stated that students' cognitive ability can be the problem in implementing HOTS.

”In our school, the ability of the students are very variety . Because they are two types of students here as mm.. high level. And it's not only high... if we make a differ what's that comparison with other school may be, yeah, it's not very high but here, what's that a medium level and then low. And the lowest one it is a disable. Mm.. and then what's that some students are still not active and keep silent but they usually good yeah writing. And then, what's that students good in writing not really good in speaking”

(Teacher A)

The Teacher Didn't Implement HOTS Regularly

This problem related to basic competence in planning the lesson. Teacher B said that basic competence can be the problem for the teacher because not all basic competences can be implemented HOTS. Basic competence involved LOTS and HOTS learning and all basic competences must be taught. For instance, a basic competence that only aim to gain students' understanding. Basic competence was crucial because it used to be the consideration of indicator or objective of leaning. In the other words, the teacher was still lack experience in implementing HOTS. On the interview data, the teacher said:

“.....Basic competences are crucial and not all basic competencies can be implemented HOTS so that's way I don't implement HOTS in every meeting. Sometimes, the theory given by the government is very good but sometimes it is not easy as the expectation. What happened in the classroom is different from the theory.”

(Teacher B)

The Teacher has Lack of Understanding about HOTS Teaching Method

From the interview data, Teacher B said that she only know a few of teaching methods that can promoting HOTS in teaching English. The teacher only know discovery learning and jig saw method. Then, Teacher B said that she was confused occasionally to focus on develop students' English skills or their critical thinking.

“I didn't understanding well yeah about HOTS teaching method mm the kinds of HOTS method. But I usually use is jigsaw and discovery learning and task-based also yeah. Because in teaching HOTS, must trained, we must train students to critical thinking yeah. So... it can be complicated yeah because we must focus to English skill or critical thinking. ”

(Teacher B)

The Solutions Provided by the Teachers

From interview data, the researcher obtained the solutions by the teachers to overcome the problems.

Using Video or Movie as the Media

In line with the obstacles faced by the teacher above, students' interest and media can affect the effectiveness of learning. Therefore, the teacher should be creative in designing the material or media. The teacher said that sometimes she asked students to watch movie and then asked students to analyze intrinsic and extrinsic elements of the movie.

“emm the media, sometimes I use video r movie yeah. And also what's that sometimes use PPT”

(Teacher A)

Combining Two or More Basic Competences

In the previous part, the teacher said that not all of basic competencies can be implemented HOTS. For the solution, the teacher said that she usually to combine two or more basic competencies because all basic competences must be taught. The basic competences used must be consist of LOTS and HOTS in one meeting.

“emm... I think we have to combine the basic competences yeah.... Not all LOTS. We can combine to or more basic competencies so that's it will help to make our learning objective is also HOTS. There should be LOTS and also HOTS yeah in one meeting....”

(Teacher A)

Using Discussion Method

Similarly, Teacher A and Teacher B agreed that discussion is very helpful because the students can give their opinion and consider other students' opinions. Then, the teacher also said that she always give students HOTS test to measure students' competencies although some of the points can be testing LOTS.

”em yeah,, discussion is very helpful, because their friend can help them. And then what's that I think we must be

creative. Em what's that, not only ask students to do the test on paper. Students must be active in the classroom and they can presenting something."

(Teacher A)

".....I think like that. So, for students' differences we can use discussion method. It really helpful and effective yeah. Students in higher level can help the lower one yeah."

(Teacher B)

Join Workshop

HOTS is new concept in teaching English. Thus, Teacher B occasionally joined some workshops to gain more insights related to teaching HOTS. The workshop can establish in the school or outside the school such as MGMP teachers.

"okay emm solutions yeah... join workshop, reading books or articles about HOTS yeah of course. I am still learning. and of course discussing with other teacher about this because the workshop usually outside the school and for example MGMP teacher."

(Teacher B)

The 21st Century Learning

Istiqomah (2018) pointed out that the 21st century learning is a learning that is emphasized teachers prepare students in the digital era which concern on the use of ICT. In addition, the role of the teachers in the 21st century learning is a facilitator. Then, the students should be active to communicate and collaborate through discussion.

The Use of ICT

The ICT can be used by teachers as a media which helping teacher to provide more interesting material. Based on the observation, the researcher found that both Teacher A and Teacher B only used textbook as the media. They did not use ICT to provide the material. Although in the interview the teachers said that sometimes they used ICT to watch movie, it only possible when the materials or objectives of learning are related to motion picture. Then, there was no students use laptop and still paper-pen based learning.

Then, the researcher also found the difference in SMA Muhammadiyah 1 Malang and SMAN 02 Batu. The students in SMA Muhammadiyah 1 Malang are allowed to use their smartphone in the learning activities. The students are allowed to access internet and using digital dictionary. Meanwhile, the students in SMAN 02 Batu are prohibited to use their smartphone during the learning activities. Then, the Teacher B said that she use PPT occasionally as the media. Even though the teacher usually ask students to find something such as text or material in the internet at their home, but there is no contribution of ICT in classroom activities.

The 21st century skills

The 21st century skills involves critical thinking, creative thinking, collaboration and communication. For instance, Istiqomah (2018) suggested that the teacher can train students' critical thinking and problem solving skills by training the students' ability to use various reasoning such as inductive and deductive for certain situation. Then, for the critical thinking and creative thinking skill, Teacher A less stimulate students to think critically. Meanwhile, the Teacher B frequently stimulate students to give their opinion and reason. Based on the observation, the teachers promote students' creativity in learning English through writing and speaking. Writing is not a simple activity for students especially EFL writing. One of the creativity can be develop in the 21st century is the ability to develop, implement and deliver written or spoken ideas (Istiqomah, 2018).

Moreover, Communication is the process of exchange information between two or more than two people (Majid, 2006 and Istiqomah, 2018). Then, Istiqomah (2018) stated that collaboration skill is the ability to interact and work in partnership to achieve the goals through appreciating differences, giving suggestions, listening, and supporting. From the observation, the activities of collaboration and communication can be seen when the students are active and participate the discussion. Both Teacher A and Teacher B stimulate students to participate the discussions.

21 st Century Skills (4Cs)	Classroom activities	
	Teacher A	Teacher B
Creativity	The students were asked to making conversation and writing text.	The students were asked to write a recount text individually
Critical thinking	Analyze the content of a text.	The students differentiate types of recount text
Communication	The students demonstrate conversation in pairs.	The students were asked to utter their answer and idea.
Collaboration	The students make conversation and write text with their pairs.	The students were asked to discuss the difference of recount text in groups.

Table 1. The 21st century skills in English Language Classroom

DISCUSSION

The findings of the study found that the teachers implemented HOTS in teaching English. This results were similar with Ahmad (2018); firstly, in the analysis level, the teacher asked students to analyze compound words and show strengths and weaknesses of the text. Secondly, there was no activity belong to evaluating level. Thirdly, the teacher asked students to make conversation, make sentences, and demonstrate conversation.

Moreover, this study found that Teacher A asked students to analyze grammar aspects in the texts and conclude the text. Meanwhile, the Teacher B asked students to analyze the content of the text, analyze the generic structure, differentiate three types of text and categorize the texts. Then, the researcher didn't find evaluating activity by Teacher A, but the students of Teacher B do peer assessment for evaluation level. Finally, in creating level, Teacher A always asked students to present after the students make conversation or text whereas Teacher B asked students write recount text.

Based on analysis data, the teaching activities of Teacher A and Teacher B were quite different. Teacher A mostly promote students' speaking skill after reading activities. It can be proved from the observation data, Teacher A asked students to practice the conversation in every meeting. In addition, the weakness of her teaching activity was the teacher less stimulate students critical thinking. Nevertheless, it can help students to improve their communication skill and collaboration skill. Meanwhile, Teacher B always focus on learning objectives and learning outcomes. The reason was

the teaching activity of Teacher B was different in every meeting although the topic of learning was same. The advantage of this teaching activity was Teacher B generally stimulate students' critical thinking by asking students' opinions or ideas in discussion.

Level of cognitive process		Action verb	Classroom activities
Analyzing	Teacher A	Find out Conclude	<ul style="list-style-type: none"> Analyze the grammar aspect Conclude the text
	Teacher B	Analyze Differentiate Decide	<ul style="list-style-type: none"> Analyze the content of the text Analyze the generic structure Differentiate three types of text Categorize the texts.
Evaluating	Teacher A	-	-
	Teacher B	Checking and scoring	<ul style="list-style-type: none"> Pair assessment
Creating	Teacher A	Make Write Perform	<ul style="list-style-type: none"> Make a conversation about congratulating text Write a descriptive text Demonstrate the conversation
	Teacher B	Write	<ul style="list-style-type: none"> Write a recount text

Table 2. The Overall Results

Furthermore, the problems of implementing HOTS faced by the teachers were different. Teacher A faced problems related to teaching media and students' ability. Based on the observation data, the media used by Teacher A were textbook and whiteboard. The teacher didn't use interesting media such as ICT to support 21st century learning. The learning activities were less interesting for students because some students talked by themselves instead of focusing on learning. Istiqomah (2018) stated that the teacher should use learning media that appropriate with 21st century learning. In the other words, the teacher should use multimedia such as printed media, audio, audiovisual, and ICT based. Then, the teacher stated that the students were usually interested in playing games for learning. Thus, the teacher felt difficult to find interesting media for students. Furthermore, Teacher A also difficult to overcome students' ability differences in learning. Some students did not active in discussion. This finding was in line with (Seman et al., 2017; Aziz et al., 2017; Fakhomah and Utami, 2019). Meanwhile, Teacher B deal with basic competence and teaching method. The teacher didn't implement HOTS regularly because not all of basic competences can be implemented HOTS. Then, the teacher also did not understand well about the teaching

method that promoting HOTS. This results was in line with (Seman et al., 2017 and Mursyid and Kurniawati, 2019). In this study, the researcher found that the teachers were lack of creativity in designing material because the teacher only used textbook as the media. This finding was supported with (Mursyid and Kurniawati, 2019).

After discussing the problems, the teachers also provided solutions. Both teacher A and Teacher B agreed that discussion was very helpful effective because students can be active to utter their ideas. The teachers also decide some high level students to be expert, then they can help the other students. Then, teachers' creativity in designing material was very important. The teacher said that sometimes she asked students to watch movie and then asked students to analyze intrinsic and extrinsic elements of the movie. Then, they also used PPT sometimes. However, the researcher didn't find the use of ICT during the observation.

CONCLUSION

Based on the research findings, it can be concluded that the English teachers of SMA Muhammadiyah 1 Malang and SMAN 02 Batu implemented HOTS in teaching English. All of learning activities were student centered. The learning activities belong to 'analyzing' level included discovering verbs in texts, concluding the text, analyzing the content of the text, analyzing the generic structure, differentiating three types of text, categorizing the texts. Then, the learning activity of 'evaluating' level was peer assessment but the teacher of SMA Muhammadiyah 1 Malang did not implemented evaluating level. Finally, deal with 'creating' level, the learning activities were making a conversation, writing text, and demonstrating the conversation.

Then, based on interview and observation data, the teachers faced some problems in implementing HOTS. The problems faced by Teacher A are teaching media and students' ability. The teacher did not use interest media and only use textbooks during the lesson. Then, the teacher stated that the students usually interest to play game for learning. Thus, the teacher difficult to find interest media for students. The teacher also difficult to overcome students' ability differences in learning. Some students did not active in discussion. In this study, the researcher found that the teachers were lack of

creativity in designing material because the teacher only used textbook as the media. Then, for the solution, the teacher thought that discussion is helpful because it can stimulate students to be active in the classroom. In order to get students' interest, sometimes the teacher use ICT to watch movie or video and providing material in PPT. However, the researcher found that the teacher was less promote students' critical thinking.

Moreover, the problems faced by Teacher B are related to basic competence and teaching method. The teacher didn't implement HOTS regularly because not all of basic competences can be implemented HOTS. Then, the teacher also did not understand well about the teaching method that promoting HOTS. Similarly, Teacher B also did not use ICT in the learning activities. Then, for the solution, the teacher combine 2 or more basic competences because not all basic competencies can be implemented HOTS. The teacher also said that she always give students HOTS test to measure students' competencies although some of the points can be testing LOTS. .

SUGGESTION

The suggestions are presented for the English teachers, principle, and the future researcher. For the teachers, the teachers should be creative and able to design various activities in implementing HOTS. For instance, even though the students are not allowed to use laptop or gadget in process of learning, the teachers should promote ICT in presenting the teaching media so that the learning activities will be more interesting. Besides, the teachers should be more stimulate students' critical thinking and creative skills.

For the principle, the principle should provide more workshop or seminar about the implementation of HOTS especially in teaching English. Actually, the school facilitate already support teacher in using ICT but there is no contribution of ICT during the classroom observations. Therefore, it is important for the principle to do evaluation with the English teachers regularly.

Finally, for further researcher, the researcher expects that this study can be one of references for other researchers who have the same interest in the field of study.

Moreover, the researcher suggest that the other researcher can investigate the effective teaching method and the use of ICT in the implementation of HOTS in teaching English to support 21st century learning.



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